



GRADE
7

**Instructional
Materials**

FOR THE

**CRITERION
REFERENCED
TEST**

Nevada

Grade 7

READING

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Dear educators,

The following materials, developed in cooperation with the Nevada Department of Education and our educational laboratory, WestEd, are designed to be used as part of a guided instructional activity to support student performance on assessments. While these materials can provide students with practice in answering assessment items, we believe it is critical that these materials be used to help students understand the elements of the state assessment and to guide them in the use of effective strategies that will support their ability to comprehend and take a variety of assessments. If you choose, however, to use this support document solely as a practice activity, we highly recommend that you go back over each item with students and investigate each response to better understand their knowledge of the assessment.

Purpose of Reading Text

The purpose of reading must be taught to students. The state criterion-referenced tests include four types of reading passages: literary, informational, functional, and persuasive (only at grades 6 and 7).

What is the purpose of reading these types of texts?

1. Literary text – to identify, describe, analyze, and compare characters, character traits, themes, settings, sequence, plot, conflict, resolution of conflict, and figurative language, and to make inferences and predictions.
2. Informational text – to locate essential information from text features, distinguish between fact/opinion, determine cause/effect, identify or describe main ideas, draw conclusions about text, summarize an author's ideas, evaluate an author's ideas and arguments, assess evidence to support an author's ideas, and identify unsupported or faulty reasoning of an author's position.
3. Functional text – to locate information, determine the main idea, draw conclusions, summarize information, and determine an author's purpose.
4. Persuasive text – to evaluate how an author's ideas shape the text, summarize an author's ideas, and assess the reasonableness of evidence.

When students understand the types of questions that can be asked for a given type of text, they can be better prepared for the assessment. By using these materials, you can identify, read, and discuss these different text types and the corresponding knowledge and skills students are expected to demonstrate. These same reading analysis skills can be applied to reading for core classes such as math, science, and social studies.

Vocabulary Knowledge

The Nevada Department of Education believes that students are not thoroughly being taught the content and vocabulary of the Nevada Reading Content Standards. For example, character traits, author's purpose, main idea, cause/effect, fact/opinion, analyze, and predict are terms used in the assessments at grade-appropriate levels.

Students in Nevada, therefore, must have repeated experiences with **hearing** (oral vocabulary), **reading**, and **writing** the vocabulary of the standards in order to be successful on the state test as well as classroom and district tests.

Make sure that your students know the language of the standards that are being tested. They should be able to recognize the vocabulary of the standards when you discuss them in class and read them in texts, and they should be able to effectively use the words in their writing.

Types of Questions

The reading test includes two basic types of questions—multiple-choice items for all grades (3 through high school) and written-response items for grades 4 – 8. To help prepare students for written-response questions, we have provided you with:

1. the student checklist (included in the student test booklet at grades 4 and 5)
2. the general student rubric (included in the student test booklet at grades 6 through 8)
3. item-specific rubrics

With guided instruction, students can become familiar with the different types of questions used on the state assessments. They can learn to use the checklist or rubric to determine if they have answered the written-response questions completely. Familiarity with the tools provided as part of the test and the vocabulary of the standards can result in less anxiety on the part of students and teachers. (Please note that the student checklist and general rubric can be on the walls of your classroom throughout the school year. As you assign written-response questions, students can use these tools as they develop their answers.)

These types of questions allow for the assessment of different levels of cognitive demand. The questions are developed so that students cannot just skim and scan the passages to find the answers; they must go back and re-read the text to determine the correct answer, including drawing inferences and conclusions from what they have read. Teaching students to identify, write, and use different levels of questioning skills as they read can only lead to improved achievement on classroom, state, and national assessments. We suggest that you engage students in question writing so they not only can recognize these levels of questions but can begin to formulate them as well.

Cognitive Ability Levels

The assessment of reading as part of Nevada's Proficiency Examination Program includes the assessment of three cognitive ability levels. These ability levels are based on the National Assessment of Educational Progress (NAEP) Aspects of Reading.

Forming an Initial Understanding (A-1) – Questions at this level assess the students' initial understanding of what is read. For A-1 questions, the answers can be found directly in the text or as a simple restatement of information found in the text. In addition, some Standard 1 questions (e.g., demonstrate knowledge of prefixes, suffixes, roots, base-word structures, Anglo-Saxon-, Greek-, and Latin-derived roots) are coded as A-1 items.

Developing an Interpretation (A-2) – Questions at this level assess the ability to extend initial understanding to develop a more complete understanding of what was read. This process may involve linking information across parts of a text as well as focusing on specific information.

Questions that assess this aspect of reading include drawing inferences about the relationship of two pieces of information and determining evidence as support for an action.

Determining a Critical Stance (A-3) – Questions at this level require students to stand apart from the text, consider the entire text objectively, and evaluate its quality and appropriateness. Examining textual content and structures requires critically evaluating, comparing and contrasting, and understanding the effect of such features as irony, humor, and organization.

Length of Passages

WestEd constructs the test forms and includes a range of passage lengths within the grade-level tests. NDE and WestEd believe that it is important for students to have opportunities to read passages of differing lengths as a part of the regular curriculum. Students should have experience in sustaining comprehension with passages of varying lengths. We do not want students to be surprised by the volume of reading required on the state assessment.

The following represent the guidelines for passage lengths for each grade level:

Grade 3	300 – 500 words
Grade 4	300 – 550 words
Grade 5	400 – 700 words
Grade 6	400 – 800 words
Grade 7	500 – 950 words
Grade 8	500 – 1000 words
HSPE	500 – 1200 words

Note: Poetry and functional text typically do not meet these word-count guidelines.

Students should be made aware of the length of the test at their grade level, as well as passage lengths for successive grades. We believe this will allow them to understand, for example, what a 500-word text actually looks like, so they are not overwhelmed on the day of the test when they encounter one of the longer passages.

We hope that interaction with these instructional support materials will lead to lowered anxiety and better understanding of the assessment task that is being presented to students. If you have questions about the reading materials or how to embed this information into your curriculum, please contact Tracy Gruber at tgruber@doe.nv.gov or call (775) 687-9251, and she will work with you on making these documents beneficial to you and your students.

Cindy Sharp
K – 12 CRT/HSPE Consultant
Nevada Department of Education

Name: _____

Reading Grade 7

This booklet contains reading questions for you to answer. There are two types of questions in this booklet. For the multiple-choice questions, you will be given four answer choices—A, B, C, and D. You are to choose the correct answer from the four choices. Each question has only one right answer. The written-response questions require you to give a written response to a question as indicated in the booklet. You will be given a separate sheet of paper to answer these questions.

Each written-response question is worth up to 3 points. The rubric below is provided to help you understand how your answer will be scored. Use the rubric to guide you as you answer each question.

Score Point	Expectation
Full Credit	<ul style="list-style-type: none">• Your response demonstrates understanding of the reading.• Your response addresses all parts of the question.• Your response includes enough related details to support your answer.
Partial Credit	<ul style="list-style-type: none">• Your response demonstrates understanding of the reading.• Your response addresses only part of the question.• Your response includes some details to support your answer.• Your response may include details that do not support your answer.
Minimal Credit	<ul style="list-style-type: none">• Your response demonstrates a limited understanding of the reading.• Your response includes few details to support your answer.• Your response includes unrelated and inaccurate details.
No Credit	<ul style="list-style-type: none">• Your response is incorrect.

In this poem, the narrator remembers a hike taken with a girl named Samaya. Read the poem. Then answer questions 1 through 7.

Hiking with Samaya

- 1 We can walk forever here as peaks of mountains call;
Placed among their majesty, we sense we're lizard-small.
We can talk together here as trails and paths convey
A message to our senses; cactus landmarks point the way.
- 2 Starting out in pre-dawn periwinkle-pretty skies,
The rising sun is heralded by mountain bluebird cries.
Breathing deep, we wonder at the beauty of this world:
Friends who share the treasure of a morning cloud grey-pearled.
- 3 Hiking forth like wanderers, or pioneers of old,
Smiling like two prospectors with basketfuls of gold—
We serenade, without a sound, a song of new-day joy
To each and every moment we are able to enjoy.
- 4 Colors found within imagination-land alone,
Delicately painted with a paintbrush, nature's own,
Become for us as tangible as roughened solid rock
Whose presence is our turning point; whose shadow is our clock.
- 5 Burgundy, and orange-burnt, and desert rose on fire
Bloom before us strong—and stricken speechless, we admire.
Never have we seen this side of beauty's patchwork face;
Never have we felt such strong connection to a place.
- 6 She and I fall walking into rhythms of the land
Passing o'er the infinite array of grains of sand
Our striding steps are echoed, tapping drumbeats carried low
By winds that swoop and catch our song as westerly, they blow.
- 7 As hours pass, we travel back to where we had begun
Our path behind a rounded kind—we're cycling like the sun.
And even when today's but one among our many past,
Its memories were finely crafted, certain now to last.

"Hiking with Samaya" © Nevada Department of Education 2006.



Answer the following questions about the poem “Hiking with Samaya.”

- 1** Based on stanza 2, the hikers begin
- A before sunrise.
 - B at noon.
 - C in the evening.
 - D after sunset.
- 2** In stanza 5, the poet uses the phrase “stricken speechless” to express the narrator’s feeling of
- A fear.
 - B illness.
 - C wonder.
 - D amusement.
- 3** Based on the last stanza, which word **best** describes the path the hikers followed?
- A wandering
 - B straight
 - C circular
 - D ascending
- 4** Which of the following are **most** likely the “we” in the poem?
- A the hikers
 - B the lizards
 - C the bluebirds
 - D the pioneers

- 5** Which word **best** describes the hikers in this poem?
- A awed
 - B weary
 - C carefree
 - D unmoved
- 6** Which would be the **best** new title for this poem?
- A “Cycling the Land”
 - B “Images of the Desert”
 - C “Climbing the Mountain”
 - D “Alone in the Wilderness”
- 7** The word tangible comes from the Latin word meaning “to touch.” What does the word tangible mean in this poem?
- A thin or vague
 - B unusual or rare
 - C real or concrete
 - D beautiful or bright

Most people would not like the thought of keeping a home for bats, but bats can be handy for getting rid of insects. This passage will teach you how to build a home for bats. Read the passage. Then answer questions 8 through 13.

Build a Bat Hangout

One bat can eat five hundred mosquitoes in an hour on a summer's night. Make a bat box to make use of this remarkable and cheap insect-control service.

You'll Need

A handsaw

A rough, unplanned, untreated plank of wood about $\frac{3}{4}$ inch thick, 6 inches wide, and at least 16 inches long

A pencil

4 strips of wood, each about $\frac{3}{4}$ by 6 inches

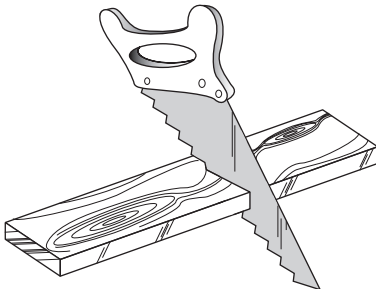
White carpenter's glue

A hammer and nails or a screwdriver and screws

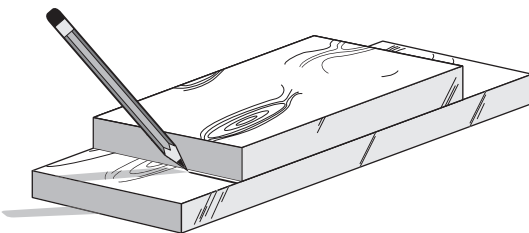
Scrap of tarpaper (a dark green plastic garbage bag will also work) and tacks

An adult helper

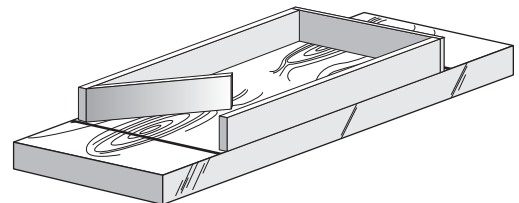
- Ⓐ Ask an adult to help saw a piece of plank about ten inches long for the backboard.



- Ⓑ Saw another piece at least six inches long for the frontboard. Lay the frontboard on the backboard one inch from the top and draw a pencil line on the backboard all around it.

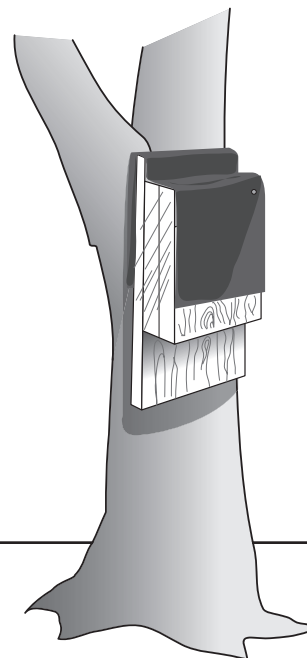


- Ⓒ Remove the frontboard. Lay the smaller strips of wood on their edges inside the pencil line and saw them so they fit neatly around. Trim about one and a half inches from the floor strip (see illustration) and angle it upward to make an entrance.



- Ⓓ Glue the side and top strips onto the backboard. Nail or screw them in place. Screw in the bottom strip loosely, so that it can be removed in order to clean out the bat box once a year.

- Ⓔ Smear glue along the edge of the top and sides of the frontboard and lay it on top of the strips. Then nail or screw the frontboard down.
- Ⓕ Tack tarpaper on the back of the backboard, pull it over the top, and tack it partway down the frontboard.
- Ⓖ Now hang the bat box. Choose a spot sheltered from the wind, on an outside wall or on a tree but away from branches, and facing southwest or southeast so that the inside will get warm in the sun. The box is best situated near a meadow or pond, where bats can hunt mosquitoes. Nail the backboard top and bottom so the entrance is at least sixteen feet above ground.



Bat Facts

- Bats may move into the bat box soon after it's hung—or wait to go house-hunting in early April. Leave the box up over the winter.
- In summer, mother bats like their nest to be toasty warm—80° to 90° F if possible. Males choose cooler hangouts, away from the young.
- Bats roost by day and fly off to feed at night. Watch the box at dusk to see them take off.
- Bats are careful about personal hygiene. They lick their fur, scratch themselves, and wipe their faces. They are particularly fussy about keeping their wings clean.
- Most bats in the United States eat only insects. In some parts of the world, bats eat pollen and are important pollinators of fruits. Blood-sucking vampire bats are tropical.
- Bats will leave their nesting spots by September to look for warmer winter hangouts in hollow trees, caves, and the attics of old buildings. They hibernate over winter.



“Build a Bat Hangout” from THE KIDS’ SUMMER HANDBOOK by Jane Drake and Ann Love. Text copyright © 1993 by Jane Drake and Ann Love. Illustrations copyright © 1993 by Heather Collins/Glyphics. Reprinted by permission of Houghton Mifflin Company. All rights reserved.

Answer the following questions about the passage “Build a Bat Hangout.”

8

According to the passage, a bat box can be useful for

- A studying insects.
- B attracting insects.
- C trapping insect swarms.
- D controlling insect numbers.

9

What would happen if you did **not** put the floor strip at an angle?

- A The box could not be hung.
- B The bats could not enter the box.
- C The box would not be sturdy.
- D The bats would not be warm in the box.

10

Why is it good to choose a spot near a pond or lake for your bat box?

- A These locations are usually cooler.
- B Mosquitoes are most abundant there.
- C Bats need to be near a fresh source of water.
- D The box should be a safe distance from homes.

11

Based on the passage, in which month would your bat box **most** likely be empty?

- A May
- B July
- C August
- D December

12

What is the **main** purpose of this passage?

- A to explain instructions for a project
- B to provide basic information about bats
- C to convince the reader of the importance of bats
- D to describe how the reader can help the environment

13

What does the word situated mean in Step G?

- A glued
- B located
- C planned
- D imagined

Having a wide vocabulary is useful not just for school, but also for life and work. In this passage, you will find out the many benefits of expanding your vocabulary. Read the passage. Then answer questions 14 through 20.

A Helping of Vocabulary, Please

- 1 Have you ever been told that it is important to expand your vocabulary? Perhaps your grandmother has mentioned it as she works on a crossword puzzle. Maybe it has come up in English class or as you are doing your homework. Although it may sound like a rather dull idea, expanding your vocabulary is actually a wonderful idea. It can help enrich your papers for school, give you more ways to express yourself, and even make a good impression on employers.
- 2 Learning new words and their meanings is not difficult to do. There are workbooks you can use. You can go to the library and find books that help you discover unfamiliar words. The easiest way to do it, however, is just to make a note whenever you encounter a word you do not know. It might be in the middle of your magazine article about ice-skating. It could be embedded somewhere in a newspaper story. You might spot it in the book you are reading or even overhear it in something you saw on television. Once you start watching for them, you will be amazed at how many words there are that you were skipping over rather than taking the time to find the definition.
- 3 Expanding your vocabulary will help improve your papers at school. Teachers appreciate students who show that they have focused on finding ways to say something differently. You will find that all of your writing will be easier if you have more words in your mind to choose from.
- 4 In addition, knowing more words can help you express yourself more clearly in your writing and thinking. Words have their own special meanings, even if the differences are subtle. If you are writing a story about a man who is in a hurry, for example, the words you use can change the entire picture in your reader's mind. If you write, "He went across the room," your reader will see a man simply going from one place to another. If you write, "He scrambled across the room," a completely different image comes to mind. If you are thinking about something, having more words to refer to can help you describe your emotions about it.
- 5 Perhaps one of the best benefits to expanding your vocabulary is the impression it can make on others. Potential employers will certainly pay more attention to the applicant who has a wider vocabulary. They appreciate a person who can express himself clearly and precisely. It can give you that edge you need to get the job you want.
- 6 Expanding your vocabulary is like having a lot of choices for food in the cafeteria line. If you can only choose meat loaf, you are quite limited. If you have a dozen different choices, however, you can be creative. You can make the best choice instead of the only one. Here's to a healthy appetite for vocabulary!

"A Helping of Vocabulary, Please" © Nevada Department of Education 2006.



Answer the following questions about the passage “A Helping of Vocabulary, Please.”

14

What is the **main** idea of paragraph 2?

- A Building vocabulary takes a lot of effort.
- B The library is the best place to learn new vocabulary.
- C People are always faced with new vocabulary.
- D A strong vocabulary is more important than people think.

15

According to the passage, employers prefer employees who can do which of the following?

- A use library resources
- B write papers quickly
- C express thoughts clearly
- D impress other employees

16

Which statement from the passage **best** supports the author’s argument for gaining a wider vocabulary?

- A “Maybe it has come up in English class or as you are doing your homework.”
- B “It might be in the middle of your magazine article about ice-skating.”
- C “In addition, knowing more words can help you express yourself more clearly in your writing and thinking.”
- D “Here’s to a healthy appetite for vocabulary!”

17

The **main** purpose of this passage is to

- A entertain readers with unusual and interesting words.
- B inform readers of how to use a dictionary and thesaurus.
- C teach readers tricks for building a larger and clearer vocabulary.
- D persuade readers to expand and improve their vocabulary.

18

Which would be the **best** new title for this passage?

- A “Getting the Job”
- B “Language Resources”
- C “Making an Impression”
- D “The Power of Words”

19

In paragraph 2, the word encounter most likely means

- A come across.
- B leave behind.
- C move beyond.
- D decide against.

Write your answer to Question 20 on a separate piece of paper.

20

Explain whether the author of this passage relies more on facts or opinions. Use details from the passage to support your response.



In this passage, a girl named Chu-yi bravely climbs a dangerous mountain to bring back a bird's nest for her sick uncle. Read the passage. Then answer questions 21 through 27.

Bird's-Nest Soup

Based on a True Story

The Black Dragon Mountain in Niah, Malaysia, reminded Chu-yi of a medieval dragon—a giant force, intriguing but forbidding. She knew the cliffs were too steep to climb all the way to the top, and even if she could, she wouldn't. It was her grandfather who had told her that the mountain had mysterious powers. Long ago, he said, it had pulled all the jade from the ocean into its belly. You could still find a piece or two of the light green jade mixed in with the dirt of the mountain.

One warm March morning, Chu-yi walked a mountain path that had turned black one year when a fire swept through. She could hear the singing of the swift bird, sitting on its nest in a crevice of the mountain cave, waiting for its chicks to hatch. It was a strange-looking bird, with long, narrow wings, a gaping mouth, and a short bill; even stranger, it made its nest from its saliva.

Each month Chu-yi waited down by the river, listening to the bird until the singing stopped. This meant that the swift bird was gone, and that is when Chu-yi's uncle climbed the steep ladder leaning against the side of the mountain, risking his life to bring back the swift bird nest to make a delicious bird's-nest soup. Once, her uncle told her, he had slipped but caught himself on a ginkgo berry tree on the east side of the mountain. There he stayed on a ledge for two nights and three days until the family came to rescue him.

But still he would go to the top of the green mountain at the river's edge, climbing the slippery ladder made from one-hundred-year-old bamboo, which split a little more with every trip. Each time he left on his search, the family secretly wondered if he would return safely.

But each time Uncle would bring back the nest, whole and glistening, and place it on the kitchen table. Then the family would break it apart, carefully pulling the feathers out so that none of the crumbs of the coral-like nest were lost. They would divide the delicacy into fourths. One-fourth would stay in their kitchen, where Mama would cook their portion into a wonderful soup that made the whole house smell delicious. Three-fourths would later be sold to the shop owners and villagers. Anyone who bought part of the nest would pay 1,000 yen, equal to six months' salary on her father's rice farm, and Chu-yi's uncle would not have to climb the mountain for another year.

Six months passed, and Chu-yi's uncle became ill. She saw him lying on the quilt in the back bedroom and was afraid that he would not be well enough by March to climb the Black Dragon Mountain. As time passed, things did get worse. Chu-yi's uncle would not be able to fetch the nest of the swift bird that provided her family with extra money for the entire year.

Late one night, Chu-yi listened to her parents talking. She heard her father say, "It has been too long since I have climbed the mountain. It is too dangerous! I need to stay here to work on the farm."

Chu-yi knew that she could climb the Black Dragon Mountain. She had secretly practiced every year, even though it was dangerous. She knew if her parents found out, she would be in big trouble, but she decided to go anyway. Without the swift's nest, her family would not have enough money to pay for medicine to help her uncle get well.



Chu-yi waited at the bottom of the mountain for the singing of the swift bird to stop. She waited for seven days, as her uncle had shown her.

When she began to climb the ladder, she saw the feathers of the white owl lying on a branch of a ginkgo berry tree. She stopped and hesitated. This was a warning not to climb, she thought. Maybe I will slip and fall down the cliff into the river's rapid waters. Maybe I will get stuck on a ledge, only no one will come to rescue me because they don't know where I am.

But instead of turning back, Chu-yi was brave and moved higher. As she climbed, she watched little pebbles fall hundreds of feet down, hitting the side of the mountain and bouncing into the unforgiving Black Dragon River. At one point, she started to shake with fear and yell out, "Cow Fu!" for her uncle. He did not answer, of course. The only reply was the sound of the roaring river beneath her.

Chu-yi thought for a moment that she should turn back, but she had climbed too far. She was already two hundred feet up, with only twenty more feet to go before she would reach the nesting site of the swift. She could not go back. Not now. Not ever.

When she looked down, the village below seemed like a map of little dollhouses. It was too early for her parents to wake up, but she could see the figures of the rice pickers in their broad hats moving toward the rice fields. They looked like insects marching in a line.

At that moment, she began to panic. She tried to breathe in slowly and out again even more slowly, but it didn't work. She thought she might not get enough air and pass out, but then she remembered the sound of the singing swift bird and she repeated it out loud.

Surprisingly, her bird call sounded exactly the same as the swift bird's. She called again, rolling her tongue against the top of her mouth, vibrating the sound in a twirl. This made Chu-yi relax. Already she felt better and could hear the other birds calling around her. She continued to climb, and at the top of the cliff, she found the swift bird's nest on the side of the cave wall.

When she saw the nest glistening in the sun, ripe to pick, she inhaled deeply, then walked over to it and placed it inside her backpack. She sat at the top of the mountain, catching her breath, looking down at the little village dollhouses and insects starting to work busily in the streets and fields. At last she thought about the climb down and about how she would have to slowly and carefully descend the rickety ladder, for if she climbed too fast, it could sway off balance, causing her to fall.

Chu-yi was not nearly as afraid descending, but there were moments when she wondered if the ladder would break, sending her to a certain death on the river's rocks. Still, she climbed down, hoping to return home safely before her parents awoke. The descent went quickly, less than half the time it had taken for her to climb up the mountain.

When Chu-yi came home, she opened the door to her house slowly, trying not to wake her parents. But they were awake, waiting for her. They had worried looks on their faces. Chu-yi closed her eyes and waited for her punishment, but there was only silence.

She reached down, untying her backpack, and pulled out the swift's nest, which she handed to her father. He looked at her in disbelief.



“Where did you get this?” he shouted.

“Papa,” Chu-yi said as she hung her head low, “I climbed the Black Dragon Mountain.” She waited for some harsh words to come, but her parents said nothing.

Instead, her father did something that he had never done before. He was motionless, and for a moment it seemed as if he were about to cry, though he did not. He stood before Chu-yi as solid as the Black Dragon Mountain, and placing his hands together, he bowed, bending at the waist to Chu-yi. This was Chu-yi’s father’s sign to his daughter that she was an honorable child. It was a sign that she had made the right decision, an honorable decision, for the good of the family.

Placing her hands together, Chu-yi returned the bow to her father. He had raised her well. He had taught her to find courage in everything she did.

Chu-yi’s family would now be able to buy medicine for her uncle and warm clothes for the winter. Her climb up the Black Dragon Mountain and retrieval of the swift bird’s nest had restored her family’s faith in their future.

Chu-yi’s father placed the bird’s nest on the kitchen table and divided it into fourths. Three-fourths would be sold, as always, and Mama would prepare the family’s portion in the big pot. The smell of bird’s-nest soup filled the air. As Chu-yi set the table for dinner, she smiled and felt prouder than she ever had before.

“Bird’s-Nest Soup” by J. L. Wong. Reprinted by permission of CRICKET magazine, January 2004, Vol. 31, No. 5, text © 2004 by Carus Publishing Company.



Answer the following questions about the passage “Bird’s-Nest Soup.”

21 In the first paragraph, the author describes the mountain as “intriguing but forbidding” **mostly** to create a sense of

- A panic.
- B danger.
- C anxiety.
- D gloom.

22 Chu-yi decides it is time to hunt for the nest when

- A the bird has stopped singing.
- B she sees the nest glistening.
- C the white owl has lost its feathers.
- D she can imitate the call of the bird.

23 Why does Chu-yi try to breathe slowly when she is climbing the ladder?

- A She needs to sound exactly like the swift birds.
- B She wants to be quiet to avoid disturbing the birds.
- C She feels that this will calm her and help her continue.
- D She knows that she needs to save her strength and energy.

24 Which word **best** describes how Chu-yi’s father feels after she tells him she climbed the mountain?

- A proud
- B joyful
- C satisfied
- D embarrassed

25 Which word **best** describes Chu-yi?

- A reckless
- B forgiving
- C determined
- D mischievous

26 Which statement **best** describes the lesson of the passage?

- A Loyalty is more powerful than greed.
- B Honor is more important than family.
- C Act as if life is dangerous and delicate.
- D Trust in your own strength and courage.

Write your answer to Question 27 on a separate piece of paper.

27

Chu-yi's actions say a lot about her character.

Using details from the passage, describe the character of Chu-yi.



Sumatran rhinos have an interesting diet. They eat “browse,” a special collection of twigs and leaves. Workers at the San Diego Zoo gather browse for the rhinos. Read the passage. Then answer questions 28 through 34.

Ficus Frenzy

by Michael McNeeley

Just Browsing

The word “browse” is both a noun and a verb. As a noun, browse is the leaves and other plant parts that animals eat. As a verb, browse means “to feed on leaves and twigs.” Browsing is a little different from grazing, which is stooping and eating grasses the way domestic cows do. At the Zoo, we use the term “browsing” in yet a third way: to describe what we browse workers do. We say we are “just browsing” when we go out and collect food for the animals. The San Diego Zoo currently employs eight full-time browse workers and one part-time browse packer. This is the Browse Division, recently formed out of the Horticulture Department. We are fortunate to be in San Diego, where it is possible to grow thousands of species of plants. We can, and do, plan for “edible landscaping” whenever we plant new areas around the Zoo. The result is beautiful grounds that also provide food for our animals.

The Sumatran Rhinoceros: Critically Endangered

Dicerorhinus sumatrensis, or the two-horned Asiatic rhinoceros, is the recipient of more San Diego-based browse than any other animal. These small and woolly rhinos are considered critically endangered. The Sumatran rhino is elusive and difficult to count, but scientists estimate that their entire worldwide population numbers about 300. Just 15 years ago, that number was 600. Habitat destruction is part of the problem, but the worst contributor to the Sumatran rhino’s demise is the erroneous belief in some parts of Asia that the horn holds aphrodisiac and healing qualities. Keeping poachers at bay is a daunting task. Conservationists and the Indonesian government decided in the mid-1980s that they should bring some of these creatures into zoos in order to save the species.

Ipuh and the Magic Ingredient

The Indonesian government rescued Ipuh, a male Sumatran rhino, from logging operations in 1990. He came to the United States in 1991 and spent a few months at the San Diego Zoo, until the Cincinnati Zoo completed his permanent home. But after spending a few years in Cincinnati, Ipuh began to lose a lot of weight and then completely stopped eating.

Ipuh was not the only Sumatran rhino that was having trouble. These gentle and docile creatures were proving to be extremely difficult to keep in a zoo environment, and between poaching and habitat destruction, it became critical to learn how to care for them. When conservationists first brought Sumatran rhinos into managed care, they slowly weaned them off their natural diet and transitioned them to hay and alfalfa. This seemed to work fine for a while, but eventually the rhinos began to develop gut problems. Since then, researchers have found that *Ficus* (various fig species) is a key component in the rhinos’ diet.



Most of the *Ficus* in Cincinnati grew in the safe realm of pots in heated homes. Because *Ficus* trees are tropical, it was not feasible to grow enough for the rhinos locally. That's when the San Diego Zoo's Horticulture Department reentered the picture. In September of 1994, the Cincinnati Zoo staff asked the San Diego Zoo to send them *Ficus* cuttings. It must have been the magic Ipuh needed, because almost as soon as the keeper put the leaves in front of him, he perked up, started to eat, and did not stop eating for two days—he regained more than 200 pounds in a week!

Emi Brings Hope

Emi is a female Sumatran rhino currently residing at the Cincinnati Zoo along with Ipuh. She came from Los Angeles to Cincinnati in 1995, after being captured in the wild in 1991 as an orphaned calf. Conservationists believe poachers most likely killed her mother for her horns. Following ancient East Asian tradition, the rhino keepers arranged the “marriage” of Ipuh and Emi.

With such a small population in the wild, Sumatran rhino reproduction in managed care has become a crucial step in their survival. During Emi's first five pregnancies, she miscarried each time. For her sixth pregnancy, Dr. Terri Roth and others at the Center for Research of Endangered Wildlife (CREW) in Cincinnati decided to try giving progesterone to Emi. The sixth pregnancy lasted 475 days and was successful, although there was a lot of anxiety among the staff until Emi's baby, Andalas, took his first steps and began to nurse. Andalas was the first successful captive birth in 112 years! His birth in September 2001 is celebrated as a huge step forward in the preservation of his species.

Weaned after two years, Andalas now resides at the Los Angeles Zoo and Botanical Garden. According to curator Jeff Hollan, Andalas is doing great, happily munching on 100 pounds of *Ficus* leaves a day, along with three flakes of hay, fruits and vegetables, and grain and beet pulp (which helps with digestion). Andalas is gaining 10 pounds each day and weighs in at around 1,400 pounds. Like other Sumatran rhinos, Andalas likes to roll around in the mud, and he loves a good belly scratch.

In 2002, Cincinnati got good news again: Emi was pregnant, this time with no administered progesterone. Sixteen months later, on July 30, 2004, Suci (pronounced Sue-Chee) was born, weighing in at 75 pounds. Suci is an Indonesian word meaning “sacred.”

Would You Like That Supersized?

Before Suci was born, the San Diego Zoo's Browse Division was shipping about 28 boxes of fig leaves per week to Cincinnati. These boxes each hold between 40 and 50 pounds of leafy material. After Suci's birth, the keepers asked us to up the order to 35 boxes per week, and a few weeks later, the count went up to 42 boxes per week. Although Suci is not eating the leaves yet, her mother needs the extra nutrients for nursing. That adds up to roughly 3½ tons of *Ficus* a month shipped to Cincinnati alone. The San Diego Zoo also ships three boxes per week for Rapunzel, an aging female Sumatran rhino living at the Bronx Zoo in New York.

A Garden-Fresh *Ficus* Salad

We have to deliver the browse quickly to keep it fresh, so we divide the load in half and ship twice a week! Every Wednesday and Friday at 5 a.m., the boxes of *Ficus* are delivered to the San Diego



airport. We unload at 5:30 a.m., and the browse ships within hours to Cincinnati, where the rhino keepers load it up and bring it to the hungry herbivores.

Some Southeast Asian *Ficus* species growing around the San Diego Zoo are Benjamin fig *Ficus benjamina*, rusty-leaf fig *Ficus rubiginosa*, Indian laurel fig *Ficus microcarpa*, and the Bodhi tree *Ficus religiosa*. Like humans, the rhinos prefer variety in their diet, so we try to mix up the greens. We have found that the larger leaf species like rusty-leaf fig stay fresh longer. When we cut Benjamin fig or Indian laurel fig, we make sure to box and ship the leaves within a day or two, depending on the air temperature. We keep the leaves out of the direct sun after we cut them to ensure the freshest salad on the other end. It is important to make sure the browse has not been sprayed with any pesticides. Fortunately, we do not have to worry about that at the San Diego Zoo, since we never apply pesticides to the trees.

Waste Not, Want Not

Little is wasted when we trim the *Ficus* trees around the Zoo. After we prune the trees, we cut the pieces down into sizes that we can fit into boxes. The pieces we send are leafy stems no bigger than $\frac{3}{4}$ of an inch to 1 inch in diameter. After we box the browse, we deliver the large leftovers to our own Elephant Mesa, where our African and Asian elephants tear into it. They can actually break apart and eat pieces of *Ficus* up to 8 to 10 inches in diameter! It's quite a sight to see if you ever happen to come by when Tembo, Devi and Sumithi are deftly destroying and eating *Ficus* logs.

Next time you visit the San Diego Zoo, look up as you look around. You might just gain a new appreciation of the trees around you, knowing that they are not only there to beautify and cool the Zoo. They are also playing their part in the conservation of some marvelous rare rhinos.

"Ficus Frenzy" by Michael McNeeley, from ZOONOOZ magazine, March 2005. Published by the Zoological Society of San Diego. © Zoological Society of San Diego. All rights reserved.



Answer the following questions about the passage “*Ficus Frenzy*.”

28

Which is the **main** reason that Sumatran rhinoceroses are considered critically endangered?

- A They have horns that are valuable to poachers.
- B They require huge and diverse diets.
- C They need large areas in which to live.
- D They have long and difficult pregnancies.

29

Based on the passage, why are *Ficus* trees not grown at the Cincinnati Zoo?

- A It is too cold.
- B It is too expensive.
- C There is not enough staff.
- D There is not enough room.

30

What is the **main** purpose of this passage?

- A to persuade readers to volunteer at their zoo
- B to entertain readers with stories of saved rhinos
- C to inform readers about some surprising work in their zoo
- D to tell readers how to help animals in other parts of the world

31

Which would be the **best** new title for this passage?

- A “Releasing the Rare Rhinos”
- B “Cooperating for Rhinos’ Sake”
- C “Discovering Our Zoos’ Secrets”
- D “Stopping Poachers in Their Tracks”

32

Which statement **best** summarizes the author’s viewpoint in this passage?

- A Sumatran rhinos at the San Diego Zoo should one day be released.
- B Sumatran rhinos are the most magnificent animals at the San Diego Zoo.
- C The San Diego Zoo offers better care to its animals than most other zoos.
- D The San Diego Zoo provides an important service to zoos across the country.

33

Knowing the meaning of the prefix *en-* helps the reader to know that the word endangered means

- A inactive.
- B threatened.
- C frightened.
- D unaware.

Write your answer to Question 34 on a separate piece of paper.

34

The Sumatran rhinoceros population has shrunk. Explain **three** things scientists are doing to solve this problem. Use details from the passage to support your response.





You may want to go back and check your answers or answer questions you did not complete.



GRADE
7

Appendix I

Scoring Support Materials

Nevada

Grade 7

READING

Correct Answers for Multiple-choice Items

Item Number	Correct Answer	Content Cluster	Ability Level
1	A	C2	A2
2	C	C2	A3
3	C	C2	A2
4	A	C2	A2
5	A	C2	A3
6	B	C2	A3
7	C	C1	A1
8	D	C3	A1
9	B	C3	A2
10	B	C3	A2
11	D	C3	A3
12	A	C3	A3
13	B	C1	A2
14	C	C3	A2
15	C	C3	A1
16	C	C3	A3
17	D	C3	A3

Item Number	Correct Answer	Content Cluster	Ability Level
18	D	C3	A3
19	A	C1	A2
20	*	C3	A3
21	B	C2	A2
22	A	C2	A2
23	C	C2	A2
24	A	C2	A2
25	C	C2	A3
26	D	C2	A3
27	*	C2	A3
28	A	C3	A2
29	A	C3	A2
30	C	C3	A3
31	B	C3	A3
32	D	C3	A3
33	B	C1	A1
34	*	C3	A2

*Indicates a written-response item. See the following pages for the rubrics and examples of responses.

**Detailed objectives for Content Standards and Ability Levels can be found
on the Nevada Department of Education Website.**

Question: **20**

Score	Description
3	Response provides a complete explanation of whether the author of the passage relies more on facts or opinions. Response is supported with details from the passage.
2	Response provides a limited explanation of whether the author of the passage relies more on facts or opinions. Response is supported by limited details (number or quality) from the passage.
1	Response provides a minimal explanation of whether the author of the passage relies more on facts or opinions. Response is supported with few or no details from the passage.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Sample 3-point response:

The author of this passage relies more on his own opinion than on facts. For example, he says that learning new words and their meanings in not difficult to do, but he offers no facts to support this claim. My experience is that it is very hard to learn new words and what they mean. He explains how he would go about learning new words, but just because that works for him does not mean it would work for everyone. He makes other claims, such as “expanding your vocabulary will help improve your papers at school.” However, he does not mention any examples of students who made better grades after intentionally increasing their vocabulary. He also says that “potential employers will certainly pay more attention to the applicant who has a wider vocabulary” but he doesn’t tell of any studies that were done that support this claim.

Question: 27

Score	Description
3	Response provides a complete description of the character of Chu-yi. Response is supported with details from the passage.
2	Response provides a limited description of the character of Chu-yi. Response is supported by limited details (number or quality) from the passage.
1	Response provides a minimal description of the character of Chu-yi. Response is supported with few or no details from the passage.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Sample 3-point response:

Chu-yi is a smart and brave girl. She is very observant. She watches her uncle climb Black Dragon Mountain and then she secretly practices climbing it. When her uncle is too sick to climb the mountain and get the bird's nest, she knows how much the family depends on the money they get for the nest so she bravely climbs the mountain and brings back the nest. Even when she becomes frightened, she is smart enough to try different things like breathing slowly and making the bird calls to help calm herself. She respects her parents very much and she worries about how mad they will be when they find out she has practiced climbing the mountain. She worries even more about whether they will be angry with her when she climbs it for real. She is very proud when her father recognizes that she is an honorable child because she put the family's needs above her own safety.

Question: 34

Score	Description
3	Response provides a complete explanation of three things that are being done to solve the problem of the shrinking Sumatran rhino population. Response is supported with details from the passage.
2	Response provides a limited explanation of three things that are being done to solve the problem of the shrinking Sumatran rhino population. Response is supported by limited details (number or quality) from the passage. OR Response provides a complete explanation of two things that are being done to solve the problem of the shrinking Sumatran rhino population. Response is supported with details from the passage.
1	Response provides a minimal explanation of at least one thing that is being done to solve the problem of the shrinking Sumatran rhino population. Response is supported with few or no details from the passage.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Sample 3-point response:

Several steps have been taken to stop the Sumatran rhino population from shrinking. (1) In the mid-1980s conservationists and the Indonesian government decided to bring some of the rhinos into zoos to save their species. The government is also trying to keep poachers from killing the rhinos for their horns. (2) When the rhino in the zoo stopped eating, researchers learned that *Ficus* was an important part of the rhino's diet. The San Diego Zoo shipped *Ficus* cuttings to the Cincinnati Zoo and the rhino began eating again and quickly gained 200 pounds. The San Diego Zoo now sends *Ficus* to other zoos that have Sumatran rhinos. (3) Scientists knew that it was important for the rhinos in the zoos to reproduce. Emi, the rhino at the zoo, became pregnant, but she miscarried all five pregnancies. Then the doctors at CREW gave her progesterone and she had baby Andalas.



GRADE
7

Appendix II

Administrative Support Materials

Nevada

Grade 7

READING

Name: _____

Answer Document

Reading

1.	(A)	(B)	(C)	(D)
2.	(A)	(B)	(C)	(D)
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5.	(A)	(B)	(C)	(D)
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8.	(A)	(B)	(C)	(D)
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10.	(A)	(B)	(C)	(D)
11.	(A)	(B)	(C)	(D)
12.	(A)	(B)	(C)	(D)
13.	(A)	(B)	(C)	(D)
14.	(A)	(B)	(C)	(D)
15.	(A)	(B)	(C)	(D)
16.	(A)	(B)	(C)	(D)
17.	(A)	(B)	(C)	(D)

18.	(A)	(B)	(C)	(D)
19.	(A)	(B)	(C)	(D)
20.	Written Response			
21.	(A)	(B)	(C)	(D)
22.	(A)	(B)	(C)	(D)
23.	(A)	(B)	(C)	(D)
24.	(A)	(B)	(C)	(D)
25.	(A)	(B)	(C)	(D)
26.	(A)	(B)	(C)	(D)
27.	Written Response			
28.	(A)	(B)	(C)	(D)
28.	(A)	(B)	(C)	(D)
30.	(A)	(B)	(C)	(D)
31.	(A)	(B)	(C)	(D)
32.	(A)	(B)	(C)	(D)
33.	(A)	(B)	(C)	(D)
34.	Written Response			

**WRITTEN RESPONSE
READING**

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Keith W. Rheault

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